

Dagnall Under Fives

Dagnall Village Hall, Dunstable Road, Dagnall, Berkhamsted, Hertfordshire HP4 1RG



Inspection date

20 November 2015

Previous inspection date

1 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The pre-school manager is a good role model to staff. She has driven swift and positive changes in the provision since the last inspection.
- Staff are well-qualified and reflective practitioners. Key persons know the individual children for whom they are responsible well.
- Teaching is consistently good. Changes to the routine of the day and the environment have enhanced the quality of the provision.
- Children's safety is given the highest priority.
- Children behave well. They are learning how to share and to take turns.
- Good links with the local school ensure children are emotionally well-prepared for when they move on from pre-school.
- The manager has worked well with the local authority and responds positively to suggestions and external challenge.

It is not yet outstanding because:

- Careful monitoring of children's progress has identified that there is more to do to ensure all staff are confident in developing children's early mathematical skills.
- Relationships with parents are good. However, they do not receive regular updates regarding the progress their children are making across all of the areas of learning.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to develop the programme for mathematical development and ensure all staff are confident to teach and assess this area of learning
- continue to develop parents' understanding of their children's learning and development by regularly sharing information about the progress their children are making.

Inspection activities

- The inspector spoke to parents, children and staff at appropriate times throughout the morning.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector met with the chairperson and several members of the pre-school voluntary committee.
- The inspector sampled the pre-school's documentation including that relating to staff training, recruitment and suitability, as well as records of children's learning and development.
- The inspector held a meeting with the pre-school manager and a meeting with the whole staff team.
- The inspector spoke to the local authority Early Years Consultant who has been working with the pre-school.

Inspector

Penny Fisher

Inspection findings

Effectiveness of the leadership and management is good

The pre-school manager has worked effectively to rapidly improve the quality of provision. She has developed her leadership skills over the last year and now oversees a strong and reflective staff team who are deeply committed to improving outcomes for the children in their care. The committee are highly supportive. Effective systems for staff supervision, appraisal and peer observations have been implemented. This work, alongside the wide range of recent training attended by staff, has had a positive impact on the quality of teaching. Relationships between staff provide an excellent example to children; they make best use of their individual skills to enhance the pre-school provision. Safeguarding is effective. A thorough audit of policies, procedures and practice has ensured that all safeguarding and welfare requirements are met.

Quality of teaching, learning and assessment is good

Staff's expectations of children are now high and activities provide children with an appropriate level of challenge to extend their learning. The pre-school's new system for measuring children's progress is well-understood by all staff and ensures that children's learning and development is carefully monitored. Children's individual next steps are identified and built into planning. The quality of teaching is consistently good. Staff have made changes to ensure that children have more time for uninterrupted play and there is an appropriate balance of child and adult-led activities. Children play and explore with a wide range of resources; they develop and express their own ideas, for example when painting. Good quality interactions with staff help them to develop good speaking and listening skills.

Personal development, behaviour and welfare are good

Settling-in procedures have been enhanced by the introduction of home visits. These ensure that parents and staff share important information to help children feel comfortable when they start at pre-school. Children's independence is well-promoted, for example, they are encouraged to manage their coats, wash their hands and clear away their own plates. Children learn good manners and how to treat each other with respect. Staff are consistently kind and caring and this supports children to develop confidence and resilience. Children learn how to keep themselves safe; equipped with clip boards and hard hats they conduct their own risk assessments of the pre-school. Healthy lifestyles are promoted well; children learn about their bodies as they enjoy their morning 'workout'.

Outcomes for children are good

Staff quickly assess children's starting points and plan appropriately for their needs. Tracking and monitoring systems show that almost all children are working comfortably within the range of development typical for their age group and all make good progress from their starting points. Support for families of children with additional needs is good. Staff work closely with other agencies to ensure that consistent strategies help children to make progress.

Setting details

Unique reference number	EY260853
Local authority	Buckinghamshire
Inspection number	1006257
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	19
Name of provider	Dagnall Under Fives Committee
Date of previous inspection	1 December 2014
Telephone number	07816 358342

Dagnall Under Fives originally opened in 1975 and then reopened and registered in 2003. It is run by a voluntary management committee. It operates from two rooms within the village hall in Dagnall, Hertfordshire. The setting is open each weekday. Sessions are from 9.15am to 12.15pm during school term times only. There are currently 19 children attending between the ages of two and four years. The setting receives funding for the provision of free early education to children aged three and four years. The provision is registered on the Early Years Register only. There are five staff members, all of whom hold relevant childcare qualifications.

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